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ABSTRACT

This compilation of selected codes of ethics was drawn up to apprise prospective and practicing classroom teachers, special education teachers, administrators, and counselors of the accepted ethics codes pertinent to their respective fields. Section one, for classroom teachers, presents the code of ethics of the National Education Association and that of the Missouri State Teachers Association. Section two, addressed to teachers of exceptional children, consists of the document, "Professional Standards, Rights, and Responsibilities of the Council for Exceptional Children." Section three presents a statement of ethics for public school administrators approved by the National Association of Secondary School Principals in 1973. Section four provides codes of ethics for school counselors prepared by the American School Counselor Association and the American Association for Counseling and Development. (JD)

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CODES OF ETHICS

FOR

SELECTED FIELDS OF PROFESSIONAL EDUCATION

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INTRODUCTION

One common criterion among all attempts to achieve professional scatus is the existence of a positive, comprehensive, lucid, enforceable code of ethics written by practitioners for practitioners. Codes of ethics enhance public and professional trust and allow for a greater voice in determining who enters the profession, who stays, and who should be censured or expelled.

The purpose of this published compilation of selected codes of ethics is to apprise prospective and practicing teachers, administrators, and counselors of their respective codes. If practitioners become more aware of pertinent ethical principles, it is believed, professional education will achieve greater stature. A preface is offered to each of the selected, professional codes, and all are used with permission.

With the exception of the Code of Ethics of the Missouri State Teachers Association (MSTA), the codes are applicable nationally. The MSTA Code is included, however, because this compilation is designed primarily for educators employed in Missouri.

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CODES OF ETHICS FOR CLASSROOM TEACHERS

The Code of Ethics of the National Education Association (NEA) is by far the most significant code available for classroom teachers. The code was written in 1929 and revised six times since, with the latest revision in 1975. Only members of the NEA are subject to the tenets of the code. Enforcement historically has been rare. Most ethical issues are now adjudicated at the local and state levels of the NEA in regard especially to contractual and negotiated processes involving school boards and local NEA affiliates. A national interest in echical matters pertinent to NEA membership has waned since 1975, which is to imply only that such matters are now delegated primarily to local and state officials of the NEA. The authors, however, would prefer to see a renewed national interest in compiling specific ethical opinions, in promulgating the code and opinions, and in revising further the code itself.

The American Federation of Teachers (American Federation of Labor-Congress of Industrial Organizations), also a major national teacher organization, does not presently publish a code of ethics. Its participation, however, in the movement to establish national teacher licensure may result in a code of ethics acceptable to members.

The other Code of Ethics included herein, primarily for teachers, is that of the Missouri State Teachers Association, which is a comprehensive organization of teachers and administrators. Neither enforcement procedures nor adjudicated opinions are available in reference to its application. It is a statement of ethical beliefs underlying professional practice pertinent to members.

CODE OF ETHICS
OF THE EDUCATION PROFESSION

Adopted By the 1975 NEA Representative Assembly

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I - COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator -

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:

   a. Exclude any student from participation in any program;
   b. Deny benefits to any student;
   c. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II - COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator -

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a noneducator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

CODE OF ETHICS
of the
MISSOURI STATE TEACHERS ASSOCIATION

STUDENT

We believe our first obligation is to the students entrusted to our care.

We believe the purpose of education is to develop each individual for his fullest participation in the American democratic society, to pursue truth, and to seek excellence. We will accept the responsibility of taking the initiative to eliminate all barriers that prevent full access to this unique education for all.

PROFESSION

We believe academic freedom is inherent in, and essential to, the teaching profession.

We believe that, for students to learn, teachers must be free to teach.

We believe every educator should have a broad general education, a depth of preparation in special areas, and a mastery of knowledge and skills.

We believe an educator should be endowed with a thorough understanding of professional ethics, should possess a zeal for continuous self improvement, and should be imbued with a sense of moral and professional responsibility.

COMMUNITY

We believe every educator has a right and a responsibility to be an informed and active citizen.

We believe that, if the school is to relate to the students, teachers must understand the community and the home environment of all students.

We believe free public education is an integral part of the community it serves and we shall encourage the development of educational opportunities for all.

We believe the continuation of our free nation and its strength and well being are dependent on free public education.

CODE OF ETHICS FOR TEACHERS OF EXCEPTIONAL CHILDREN

The Code of Ethics as established by the Council for Exceptional Children (C.E.C.) is broken into two sections: the first section addresses the formal Code of Ethics and the second part addresses Standards of Professional Practices. The Standards section is divided into five areas: instructional responsibilities, management of behavior, support procedures, parent relationships, and advocacy. The C.E.C. Code is not accompanied with any policing powers and does not possess the ability to sanction any practitioner unless he or she is a member of C.E.C. and that sanction stops at the revocation of membership in the organization.

The Code extends beyond basic ethics and addresses the five divisions of functional practice. These standards of professional practice move beyond most codes of ethics in that a set body of organizationally established practices are defined for the field of practitioners in areas of exceptionalities. The Code does not singularly focus upon handicapped learners but does address the gifted population as well.

Special educators are consistently being examined by parents, advocacy groups, and the legal profession. The Code serves as a standard for educators as they delineate roles and responsibilities and/or are required to defend themselves in any litigative forum. All special education professionals should be well versed in their organization's Code of Ethics and refer to that Code during professional or litigative conditions or confrontations.

PROFESSIONAL STANDARDS, RIGHTS, AND RESPONSIBILITIES OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Preamble

As public awareness increases and public policies expand, new sets of conditions are created under which professionals in special education must function. While such awareness and policies may be powerful forces for improvement in the field, they do not of themselves deliver appropriate education to exceptional persons. Effective education for exceptional persons is also dependent upon qualified professionals who work under appropriate standards and conditions and are able to ensure their own professional rights and responsibilities.

Professionals must be adequately prepared and have a supportive environment which enables them to meet new demands. As advocates for exceptional persons they must have the right to be responsive to and responsible for the vulnerable persons whom they serve. Finally, professionals must continually advance the knowledge, skills, behaviors, and values that make up the collective basis for practice and decision making for those working in the field. The combined energies of the profession and The Council for Exceptional Children are needed to accomplish these goals.

Therefore, the Council believes that professionals practicing in the field should be able to do so according to recognized standards of practice and a professional code of ethics; and that only persons qualified to provide special educational services should be eligible for employment in instructional, administrative, and support roles in programs serving exceptional persons.

For these reasons, the Council is committed to the development, promotion, and implementation of standards of preparation and practice, code of ethics, and appropriate certification and/or licensure in order to continue its leadership role in supporting professionals who serve exceptional persons.

CEC Code of Ethics

We declare the following principles to be the Code of Ethics for educators of exceptional persons. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge by them in accordance with the spirit and provisions of this Code.

a. Special education professionals are committed to developing the highest educational and quality of life potential of exceptional individuals.

b. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.

c. Special education professionals engage in professional activities which benefit exceptional individuals, their families, other colleagues, students, or research subjects.

d. Special education professionals exercise objective professional judgment in the practice of their profession.

e. Special education professionals strive to advance their knowledge and skills regarding the education of exceptional individuals.

f. Special education professionals work within the standards and policies of their profession.

g. Special education professionals seek to uphold and improve where necessary the laws, regulations and policies governing the delivery of special education and related services and the practice of their profession.

h. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

CEC Standards of Professional Practice

PROFESSIONALS IN RELATION TO EXCEPTIONAL PERSONS AND THEIR FAMILIES

a. Instructional Responsibilities

1. Special education personnel are committed to the application of professional expertise to ensure the provision of quality education for all exceptional individuals. Professionals strive to:

- Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting individual exceptional persons' needs.
- Participate in the selection and use of appropriate instructional materials, equipment, supplies and other resources needed in the effective practice of their profession.
- Create safe and effective learning environments which contribute to fulfillment of needs, stimulation of learning, and self-concept.
- Maintain class size and case loads which are conducive to meeting the individual instructional needs of exceptional individuals.
- Use assessment instruments and procedures that do not discriminate against exceptional persons on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation or exceptionality.

- Base grading, promotion, graduation, and/or movement out of *the program on the individual* goals and objectives for the exceptional individual.

- Provide accurate program data to administrators, colleagues and parents, based on efficient and objective record keeping practices, for the purpose of decision making.

- Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

b. Management of Behavior

1. Special education professionals participate with other professionals and with parents in an interdisciplinary effort in the management of behavior. Professionals:

- Apply only those disciplinary methods and behavioral procedures which they have been instructed to use and which do not undermine the dignity of the individual or the basic human rights of exceptional persons, such as corporal punishment.

- Clearly specify the goals and objectives for behavior management practices in the exceptional person's Individualized Educational Program.

- Conform to policies, statutes and rules established by state/ provincial and local agencies relating to judicious application of disciplinary methods and behavioral procedures.

- Take adequate measures to discourage, prevent, and intervene when a colleague's behavior is perceived as being detrimental to exceptional students.

- Refrain from aversive techniques unless repeated trials of other methods have failed and only after consultation with parents and appropriate agency officials.

c. Support Procedures

1. Adequate instruction and supervision shall be provided to professionals before they are required to perform support services for which they have not been prepared previously.

2. Professionals may administer medication, where state/provincial policies do not preclude such action, if qualified to do so or if written instructions are on file which state the purpose of the medication, the conditions under which it may be administered, possible side effects, the physician's name and phone number, and the professional liability if a mistake is made. The professional will not be required to administer medication.

3. Professionals note and report to those concerned whenever changes in behavior occur in conjunction with the administration of medication or at any other time.

d. Parent Relationships

1. Professionals seek to develop relationships with parents based on mutual respect for their roles in achieving benefits for the exceptional person. Special education professionals:

- Develop effective communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.
- Seek and use parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for exceptional persons.
- Maintain communications between parents and professionals with appropriate respect for privacy and confidentiality.
- Extend opportunities for parent education utilizing accurate information and professional methods.
- Inform parents of the educational rights of their children and of any proposed or actual practices which violate those rights.
- Recognize and respect cultural diversities which exist in some families with exceptional persons.
- Recognize that relationship of home and community environmental conditions affects the behavior and outlook of the exceptional person.

e. Advocacy

1. Special education professionals serve as advocates for exceptional students by speaking, writing and acting in a variety of situations on their behalf. They:

- Continually seek to improve government provisions for the education of exceptional persons while ensuring that public statements by professionals as individuals are not construed to represent official policy statements of the agency by which they are employed.
- Work cooperatively with and encourage other professionals to improve the provision of special education and related services to exceptional persons.
- Document and objectively report to one's supervisors or administrators inadequacies in resources and promote appropriate corrective action.

CODE OF ETHICS FOR PUBLIC SCHOOL ADMINISTRATORS

An educational administrator's Code of Ethics was established by a joint task force in 1970 comprising the National Association of Secondary School Principals, National Association of Elementary School Principals, American Association of School Administrators, Association of School Business Officials, American Association of School Personnel Administrators, and the National Council of Administrative Women in Education. The Board of Directors of the National Association of Secondary School Principals approved the Code in 1973.

The code is similar to that of other organizations in that violation of the code will generate professional sanction but will not automatically activate revocation of certification or cessation of employment. The code serves as a guide for the organizations to advise and, if necessary, monitor administrative personnel and their actions. It further enables Boards of Education and parent teacher organizations to recognize a standard established for administrators so that administrative behavior may be examined.

The code requires members of its organizations to be politically aware, legally current, and socially cognizant of issues surrounding local, state, and federal standards and laws. The ethics are necessarily broad to allow for blanket coverage of societial issues, but by that broad coverage it also becomes an almost unenforcable standard.

The problem that is apparent as most codes are examined is the fact of their unenforceability. Members belonging to these organizations may be removed by the organization, but rarely does the organization have the power to prevent the member from practicing in the profession. It is argued that until that authority is given to these educational organizations, the field of education will not be considered a genuine profession.

SCHOOL ADMINISTRATORS

STATEMENT OF ETHICS

An educational administrator's professional behavior must conform to an ethical code. The code must be idealist and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value in all decision making and actions.

2. Fulfills professional responsibilities with honesty and integrity.

3. Supports the principle of due process and protects the civil and human rights of all individuals.

4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.

5. Implements the governing board of education's policies and administrative rules and regulations.

6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.

7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.

8. Accepts academic degrees or professional certification only from duly accredited institutions.

9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.

10. Honors all contracts until fulfillment or release.

(This Statement of Ethics was developed by a task force representing the National Association of Secondary School Principals, National Association of Elementary School Principals, American Association of School Administrators, Association of School Business Officials, American Association of School Personnel Administrators, and National Council of Administrative Women in Education. Approved by NASSP Board of Directors, November 1973.)

CODES OF ETHICS FOR ST. LOUIS AREA SCHOOL COUNSELORS

Consideration of ethical standards for school counselors in the St. Louis area requires some historical reference. The earliest organization for counselors was the National Vocational Guidance Association (NVGA) which was founded in 1913. By 1952 there were eighty-six branches, including one in St. Louis, which had school guidance workers, college counselors, and personnel from government, business, and industry. At that time NVGA merged with several similar organizations and became the American Personnel and Guidance Association (APGA) consisting of eight divisions, one of which was the American School Counselor Association (ASCA). In Missouri and in St. Louis there are statewide and area organizations for both the American Association for Counseling and Development (AACD) and the ASCA. There are a number of other entities, including the American Board on Counseling Services, American Psychological Association, and the National Board for Certified Counselors (NBCC), which are relevant to a more fully detailed treatment of the subject.

Counselors have accepted the fact that a code of ethics is a necessary characteristic of a profession. APGA Ethical Standards were revised in 1961 and there were subsequent revisions and adoptions by various groups (AACD, ASCA, Missouri Association for Counseling and Development (MACD), Missouri School Counselors Association (MSCA), NBCC, and St. Louis branches). In 1973 ASCA adopted a code of ethics specifically for school counselors that develops basic tenets in the counseling process and lists the principal responsibilities of the school counselor to (1) pupils, (2) parents, (3) faculty, administration, and colleagues, (4) school and community, (5) self, and (6) the profession.

The AACD Code of Ethics is comprised of a General section and sections on Counseling Relationship, Measurement and Evaluation, Research and Publication, Consulting, Private Practice, Personnel Administration, and Preparation Standards. The most important of these for school counselors is that which deals with individual and group relationships. Issues relating to confidentiality, danger to the client or others, records, referrals, and dual relationships arise in connection with these standards. It should be noted that there is a provision stating that attempts to rectify unethical behavior should use institutional channels first and then resort to procedures of the appropriate professional group.

In assessing school counseling in Missouri, it should be indicated that unlike other "professional counselors," school counselors need not be licensed although they must have certification. With licensing there is a commitment to a code of ethics. Certification does not require membership in a professional organization.

Many advances have been made in the emerging profession of school counseling. There are two obstacles, however, to full attainment of professional status: the voluntary nature of professional association membership and the lack of community sanctions which would enable school counselors to police their ranks. In addition to becoming familiar with ethical standards, interested counselors should read some of the excellent casebook studies.

CODE OF ETHICS

Prepared by the American School Counselor Association

Responsibilities of the school counselor stem from these basic premises and basic tenets in the counseling process.

A. Each person has the right to dignity as a human being

1. without regard to race, sex, religion, color, socio-economic status.

2. without regard to the nature and results of behavior, beliefs and inherent characteristics.

B. Each person has the right to individual self-development.

C. Each person has the right to self-direction and responsibility for making decisions.

D. The school counselor, equipped with professional competency, an understanding of the behavioral sciences and philosophical orientation to school and community, performs a unique, distinctive and highly specialized service within the context of the education purpose and structure of the school system. Performance of this rests upon acquired techniques and informed judgment which is an intergral part of counseling. Punitive action is not a part of the counseling process. The school counselor shall use these skills in endeavoring constantly to insure that the counselee has the afore-mentioned rights and a reasonable amount of the counselor's time.

E. The ethical conduct of the school counselors will be consistent with the state regulations.

F. The school counselor may share information gained in the counseling process for essential consultation with those appropriate persons specifically concerned with the counselee. Confidential information may be released only with consent of the individual except when required by court order.

I. Principal Responsibilities of the School Counselor to Pupils

A. The school counselor

1. has a principal obligation and loyalty to respect each person as an unique individual and to encourage that which permits individual growth and development.
2. must not impose consciously his attitudes and values on the counselee though he is not obligated to keep his attitudes and values from being known.

3. should respect at all times the confidences of the counselee; should the counselee's condition be such as to endanger the health, welfare, and/or safety of self or others, the counselor is expected to report this fact to an appropriate responsible person.

4. shall be knowledgeable about the strengths and limitations of tests; will share and interpret test informatin with the counselee in an accurate, objective and understandable manner to assist the counselee in self-evaluation.

5. shall assist the counselee in unerstanding the counseling process in order to insure that the persons counseled understand how information obtained in conferences with the counselor may be used.

II. Principal Responsibilities of the School Counselor to Parents

A. The school counselor

1. shall work with parents so as to enhance the development of the counselee.

2. shall treat information received from the parents of a counselee in a confidential manner.

3. shall share, communicate and interpret pertinent data, and the counselee's academic progress, with his parents.

4. shall share information about the counselee only with those persons properly authorized to receive this information.

III. Principal Responsibilities of the School Counselor to Faculty, Administration and Colleagues

A. The school counselor

1. shall use discretion, within legal limits and requirements of the state, in releasing personal information about a counselee to maintain the confidences of the counselee.

2. shall contribute pertinent data to cumulative records and make it accessible to professional staff (except personal factors and problems which are highly confidential in nature).

3. shall cooperate with colleagues by making available as soon as possible requested reports which are accurate, objective, meaningful and concise.

4. shall cooperate with other pupil personnel workers by sharing information and/or obtaining recommendations which would benefit the counselee.

5. may share confidential information when working with the same counselee, with the counselee's knowledge and permission.

6. must maintain confidentiality even though others may have the same knowledge.

7. shall maintain high professional integrity regarding fellow workers when assisting in problem areas related to actions, attitudes and competencies of faculty or colleagues.

IV. Principal Responsibilities of the School Counselor to School and Community

A. The school counselor

1. shall support and protect the educational program against any infringement which indicates that it is not to the best interest of the counselee or program.

2. must assume responsibility in delineating his role and function, in developing educational procedure and program, and in assisting administration to assess accountability.

3. shall recommend to the administration any curricular changes necessary in meeting valid educational needs in the community.

4. shall work cooperatively with agencies, organizations and individuals in school and community which are interested in welfare of youth.

5. shall, with appropriate release, supply accurate information according to his professional judgment to community agencies, places of employment and institutions of higher learing.

6. should be knowledgeable on policies, laws and regulations as they relate to the community, and use educational facilities accordingly.

7. shall maintain open communication lines in all areas pertinent to the best interest of counselees.

8. shall not accept remuneration beyond contractual salary for counseling any pupil within the school district. The counselor shall not promote or direct counselees into counseling or educational programs which would result in remuneration to the counselor.

9. shall delineate in advance his responsibilities in case of any confrontation and have an agreement which is supported by the administration and the bargaining agency.

V. Principal responsibilities of the School Counselor to Self

A. The school counselor

1. should continue to grow professionally by

   a. attending professional meetings.
   b. actively participating in professional organizations.
   c. being involved in research.
   d. keeping abreast of changes and new trends in the profession and showing a willingness to accept those which have proved to be effective.

2. should be aware of and function within the boundaries of his professional competency.

3. should see that his role is defined in mutual agreement among the employer, students to be served, and the counselor. Furthermore, this role should be continuously clarified to students, staff, parents and community.

VI. Principal Responsibilities of the School Counselor to the Profession

A. The school counselor

1. should be cognizant of the developments in his profession and be an active contributing participant in his professional association - local, state and national.

2. shall conduct himself in a responsible manner and participate in developing policies concerning guidance.

3. should do research which will contribute to professional and personal growth as well as determine professional effectiveness.

4. shall under no circumstances undertake any group encounter or sensitivity sessions, unless he has sufficient professional training.

5. shall, in addition to being aware of unprofessional practices, also be accountable for taking appropriate action to eliminate these practices.

Accepted by the ASCA Governing Board in October 1972.

CODE OF ETHICS
National Board of Certified Counselors
(Adapted from the Ethical Standards
of the
American Association for Counseling and Development)

Approved on July 1, 1982

PREAMBLE

The NBCC is an educational, scientific, and professional organization dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and thus to the service of society.

The specification of a code of ethics enables the NBCC to clarify to present and future certified counselors, the nature of ethical responsibilities held in common by the certified counselors.

Section A: General

1. The certified counselor influences the development of the profession by continuous efforts to improve professional practices, services, and research. Professional growth is continuous throughout the certified counselor's career and is exemplified by the development of a philosophy that explains why and how a certified counselor functions in the helping relationship. Certified counselors must gather data on their effectiveness and be guided by their findings.

2. The certified counselor has a responsibility both to the individual who is served and to the institution within which the service is performed to maintain high standards of professional conduct. The certified counselor strives to maintain the highest levels of professional services offered to the individuals to be served. The certified counselor also strives to assist the agency, organization, or institution in providing the highest caliber of professional services. The acceptance of employment in an institution implies that the certified counselor is in agreement with the general policies and principles of the institution. Therefore, the professional activities of the certified counselor are also in accord with the objectives of the institution. If, despite concerted efforts, the certified counselor cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy, conducive to the positive growth and development of clients, then terminating the affiliation should be seriously considered.

3. Ethical behavior among professional associates, both certified counselors and non-certified counselors, must be expected at all times. When information is possessed that raises doubt as to the ethical behavior of professional colleagues, whether certified

counselors or not, the certified counselor must take action to attempt to rectify such a condition. Such action shall use the institution's channels first and then use procedures established by the NBCC.

4. The certified counselor neither claims nor implies professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by others.

5. In establishing fees for professional counseling services, certified counselors must consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, assistance must be provided in finding comparable services of acceptable cost.

6. When certified counselors provide information to the public or to subordinates, peers or supervisors, they have a responsibility to ensure that the content is general; unidentified client information should be accurate, unbiased, and consist of objective, factual data.

7. With regard to the delivery of professional services, certified counselors should accept only those positions for which they are professionally qualified.

8. In the counseling relationship the counselor is aware of the intimacy of the relationship and maintains respect for the client and avoids engaging in activities that seek to meet the certified counselor's personal needs at the expense of that client. Through awareness of the negative impact of racial and sexual stereotyping and discrimination, the certified counselor guards the individual rights and personal dignity of the client in the counseling relationship.

Section B: Counseling Relationship

This section refers to practices and procedures of individual and/or group counseling relationships.

The certified counselor must recognize the need for client freedom of choice. Under those circumstances where this is not possible, the certified counselor must apprise clients of restrictions that may limit their freedom of choice.

1. The certified counselor's primary obligation is to respect the integrity and promote the welfare of the client(s), whether the client(s) is (are) assisted individually or in a group relationship. In a group setting, the certified counselor is also responsible for taking reasonable precautions to protect individuals from physical and/or psychological trauma resulting from interaction within the group.

2. The counseling relationship and information resulting therefrom must be kept confidential, consistent with the obligations of the certified counselor as a professional person. In a group counseling setting, the certified counselor must set a norm of confidentiality regarding all group participants' disclosures.

3. If an individual is already in a counseling relationship with another professional person, the certified counselor does not enter into a counseling relationship without first contacting and receiving the approval of that other professional. If the certified counselor discovers that the client is in another counseling relationship after the counseling relationship begins, the certified counselor must gain the consent of the other professional or terminate the relationship, unless the client elects to terminate the other relationship.

4. When the client's condition indicates that there is clear and imminent danger to the client or others, the certified counselor must take reasonable personal action or inform responsible authorities. The assumption of responsibility for the client(s) behavior must be taken only after careful deliberation. The client must be involved in the resumption of responsibility as quickly as possible.

5. Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings, and other documents are to be considered professional information for use in counseling and they should not be considered a part of the records of the institution or agency in which the counselor is employed unless specified by state statute or regulation. Revelation to others of counseling material must occur only upon the expressed consent of the client.

6. Use of data derived from a counseling relationship for purposes of counselor training or research shall be confined to content that can be disguised to ensure full protection of the identity of the subject client.

7. The certified counselor must inform the client of the purposes, goals, techniques, rules of procedure and limitations that may affect the relationship at or before the time that the counseling relationship is entered.

8. The certified counselor must screen prospective group participants, especially when the emphasis is on self understanding and growth through self disclosure. The certified counselor must maintain an awareness of the group participants' compatibility throughout the life of the group.

9. The certified counselor may choose to consult with any other professionally competent person about a client. In choosing a consultant, the certified counselor must avoid placing the consultant in a conflict of interest situation that would preclude the consultant's being a proper party to the certified counselor's efforts to help the client.

10. If the certified counselor determines an inability to be of professional assistance to the client, the certified counselor must either avoid initiating the counseling relationship or immediately terminate that relationship. In either event, the certified counselor must be knowledgeable about referral resources so that a satisfactory referral can be initiated). In the event that the client declines the suggested referral, the certified counselor is not obligated to continue the relationship.

11. When the certified counselor has other relationships, particularly of an administrative, supervisory and/or evaluative nature with an individual seeking counseling services, the certified counselor must not serve as the counselor but should refer the individual to another professional. Only in instances where the individual's situation warrants counseling intervention and another alternative is unavailable should the certified counselor enter into and/or maintain a counseling relationship. Dual relationships with clients that might impair the certified counselor's objectivity and professional judgment (e.g., as with close friends and relatives, sexual intimacies with any client) must be avoided and/or the counseling relationship terminated through referral to another competent professional.

12. All experimental methods of treatment must be clearly indicated to prospective recipients and safety precautions are to be adhered to by the certified counselor.

13. When the certified counselor is engaged in short-term group treatment/training programs (e.g., marathons and other encounter-type or growth groups), the certified counselor ensures that there is professional assistance available during and following the group experience.

14. Should the certified counselor be engaged in a work setting that calls for any variation from the above statements, the certified counselor is obligated to consult with other professionals whenever possible to consider justifiable alternatives.

Section C: Measurement and Evaluation

The primary purpose of educational and psychological testing is to provide descriptive measures that are objective and interpretable in either comparative or absolute terms. The certified counselor must recognize the need to interpret the statements that follow as applying to the whole range of appraisal techniques including test and nontest data. Test results constitute only one of a variety of pertinent sources of information for counseling decisions.

1. The certified counselor must provide specific orientation or information to the examinee(s) prior to and following the test administration so that the results of the testing may be placed in proper perspective with other relevant factors. In so doing, the certified counselor must recognize the effects of socio-economic, ethnic and cultural factors on test scores. It is the certified counselor's professional responsibility to use additional unvalidated information carefully in modifying interpretation of the test results.

2. In selecting tests for use in a given situation or with a particular client, the certified counselor must consider carefully the specific validity, reliability, and appropriateness of the test(s). General validity, reliability and the like may be questioned legally as well as ethically when tests are used for vocational and educational selection, placement, or counseling.

3. When making any statements to the public about tests and testing, the certified counselor must give accurate information and avoid false claims or misconceptions. Special efforts are often required to avoid unwarranted connotations of such terms as IQ and grade equivalent scores.

4. Different tests demand different levels of competence for administration, scoring, and interpretation. Certified counselors must recognize the limits of their competence and perform only those functions for which they are prepared.

5. Tests must be administered under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions must be noted and the results designated as invalid or of questionable validity. Unsupervised or inadequately supervised test-taking, such as the use of tests through the mails, is considered unethical. On the other hand, the use of instruments that are so designated or standardized to be self-administered and self-scored, such as interest inventories, is to be encouraged.

6. The meaningfulness of test results used in counseling functions generally depends on the examinee's unfamiliarity with the specific items on the test. Any prior coaching or dissemination of the test materials can invalidate test results. Therefore, test security is one of the professional obligations of the certified counselor. Conditions that produce most favorable test results must be made known to the examinee.

7. The purpose of testing and the explicit use of the results must be made known to the examinee prior to testing. The certified counselor must ensure that instrument limitations are not exceeded and that periodic review and/or retesting are made to prevent client stereotyping.

8. The examinee's welfare and explicit prior understanding must be the criteria for determining the recipients of the test results. The certified counselor must see that specific interpretation accompanies any release of individual or group test data. The interpretation of test data must be related to the examinee's particular concerns.

9. The certified counselor must be cautious when interpreting the results of research instruments possessing insufficient technical data. The specific purposes for the use of such instruments must be stated explicitly to examinees.

10. The certified counselor must proceed with caution when attempting to evaluate and interpret the performance of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.

11. The certified counselor must guard against the appropriation, reproduction, or modification of published tests or parts thereof without acknowledgement and permission from the previous publisher.

Section D: Research and Publication

1. Guidelines on research with human subjects shall be adhered to, such as:

   a. Ethical Principles in the Conduct of Research with Human Participants, Washington, D.C.: American Psychological Association, Inc., 1973.

   b. Code of Federal Regulations, Title 45, Subtitle A, Part 46, as currently issued.

2. In planning any research activities dealing with human subjects, the certified counselor must be aware of and responsive to all pertinent ethical principles and ensure that the research problem, design, and execution are in full compliance with them.

3. Responsibility for ethical research practice lies with the principal researcher, while others involved in the research activities share ethical obligation and full responsibility for their own actions.

4. In research with human subjects, researchers are responsible for the subjects' welfare throughout the experiment and they must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.

5. All research subjects must be informed of the purpose of the study except when withholding information or providing misinformation to them is essential to the investigation. In such research, the certified counselor must be responsible for corrective action as soon as possible following completion of the research.

6. Participation in research must be voluntary. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects and is essential to the investigation.

7. When reporting research results, explicit mention must be made of all variables and conditions known to the investigator that might affect the outcome of the investigation or the interpretation of the data.

8. The certified counselor must be responsible for conducting and reporting investigations in a manner that minimizes the possibility that results will be misleading.

9. The certified counselor has an obligation to make available sufficient original research data to qualified others who may wish to replicate the study.

10. When supplying data, aiding in the research of another person, reporting research results, or in making original data available, due care must be taken to disguise the identify of the subjects in the absence of specific authorization from such subjects to do otherwise.

11. When conducting and reporting research, the certified counselor must be familiar with, an give recognition to, previous work on the topic, as well as to observe all copyright laws and follow the principles of giving full credit to all to whom credit is due.

12. The certified counselor must give due credit through joint authorship, acknowledgement, footnote statements, or other appropriate means to those who have contributed significantly to the research and/or publication, in accordance with such contributions.

13. The certified counselor must communicate to other counselors the results of any research judged to be of professional value. Results reflecting unfavorably on institutions, programs, services, or vested interests must not be withheld for such reasons.

14. If certified counselors agree to cooperate with another individual in research and/or publication, they incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information required.

15. Ethical practice requires that authors not submit the same manuscript or one essentially similar in content, for simultaneous publication consideration by two or more journals. In addition, manuscripts published in whole or substantial part, in another journal or published work should not be submitted for publication without acknowledgement and permission from the previous publication.

Section E: Consulting

Consulting refers to a voluntary relationship between a professional helper and help-needing individual, group, or social unit in which the consultant is providing help to the client(s) in defining and solving a work-related problem or potential problem with a client or client system.

1. The certified counselor, acting as consultant, must have a high degree of self awareness of his/her own values, knowledge, skills, limitations, and needs in entering a helping relationship that involves human and/or organizational change and that the focus of the relationship be on the issues to be resolved and not on the person(s) presenting the problem.

2. There must be understanding and agreement between certified counselor and client for the problem definition, change goals, and predicted consequences of interventions selected.

3. The certified counselor must be reasonably certain that he/she or the organization represented has the necessary competencies and resources for giving the kind of help that is needed now or may develop later and that appropriate referral resources are available to the consultant.

4. The consulting relationship must be one in which client adaptability and growth toward self-direction are encouraged and cultivated. The certified counselor must maintain this role consistently and not become a decision maker for the client or create a future dependency on the consultant.

5. When announcing consultant availability for services, the certified counselor conscientiously adheres to the NBCC Code of Ethics.

6. The certified counselor must refuse a private fee or other remuneration for consultation with persons who are entitled to these services through the certified counselor's employing institution or agency. The policies of a particular agency may make explicit provisions for private practice with agency clients by members of its staff. In such instances, the client must be apprised of other options open to them should they seek private counseling services.

Section F: Private Practice

1. The certified counselor should assist the profession by facilitating the availability of counseling services in private as well as public settings.

2. In advertising services as a private practitioner, the certified counselor must advertise the services in such a manner so as to accurately inform the public as to the services, expertise, profession, and techniques of counseling in a professional manner. A certified counselor who assumes an executive leadership role in the organization shall not permit his/her name to be used in professional notices during periods when not actively engaged in the private practice of counseling.

   The certified counselor may list the following: highest relevant degree, type and level of certification or license, type and/or description of services, and other relevant information. Such information must not contain false, inaccurate, misleading, partial, out-of-context, or deceptive material or statements.

3. Certified counselors may join in partnership/corporation with other certified counselors and/or other professionals provided that each member of the partnership or corporation makes clear the separate specialties by name in compliance with the regulations of the locality.

4. A certified counselor has an obligation to withdraw from a counseling relationship if it is believed that employment will result in violation of the Code of Ethics. If the mental or physical condition of the certified counselor renders it difficult to carry out an effective professional relationship or if the certified counselor is discharged by the client because the counseling relationship is no longer productive for the client, then the certified counselor is obligated to terminate the counseling relationship.

5. A certified counselor must adhere to the regulations for private practice of the locality where the services are offered.

6. It is unethical to use one's institutional affiliation to recruit clients for one's private practice.